

APPROVED

Virginia Department of Education
Office of Program Administration and Accountability and Office of School Improvement
P.O. Box 2120
Richmond, Virginia 23218-2120

1003(a)

Application for Schools in YEAR ONE of Title I School Improvement

Under the *No Child Left Behind Act of 2001*, PL 107-110

Due: June 14, 2010

Cover Page

DIVISION INFORMATION

School Division Name: Shenandoah County Public Schools
Mailing Address: 600 North Main Street Suite 200 Woodstock, Virginia 22664
Division Contact: Kelly C. Storey
Telephone (include extension if applicable): 540-459-6722 Fax: 540-459-6744
E-mail: kcstorey@shenandoah.k12.va.us

SCHOOL INFORMATION

Provide information for each year one Title I School Improvement school within the division that will receive support through the 1003(a) funds. Copy as many blocks as needed.

School Name: _____Sandy Hook Elementary_____

Mailing Address: ___162 Stickely Loop, Strasburg VA 22657_____

School Contact: ___Stacey Leitzel_____

Telephone (include extension if applicable): _____ Fax: _____

E-mail: __skleitzel@shenandoah.k12.va.us_____

School Name: _____

Mailing Address: _____
School Contact: _____
Telephone (include extension if applicable): _____ Fax: _____
E-mail: _____

COVER PAGE CONTINUED

Assurances*: The local educational agency assures that School Improvement 1003(a) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB).

***SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: _____

Superintendent's Name: B.Keith Rowland

Date: June 14, 2010

The division will submit one application packet.

PART I: SCHOOLS TO BE SERVED

Complete the requested information for the schools identified for your division in pink. See Appendix A-a

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Sandy Hook	K-5	X		996	34.5%	8%	2%

PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

The LEA must provide the following information for each of the year one Title I School Improvement schools to be served with 1003(a) funds.

- a. Student achievement data for the past two years (2007-2008, 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;

- c. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status; and
- d. Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics.

3RD Grade School year	READING %		MATH %	
	2007-2008	2008-2009	2007-2008	2008-2009
ALL	68.42	75.34	84.21	81.51
Female	82.86	78.48	88.57	82.28
Male	58.42	71.64	88.19	80.6
Amer. Ind./Alaska Nat.	100	0	100	0
Asian	50	50	75	50
Black (NHO)	55.56	100	88.89	100
Hispanic	57.14	100	57.14	80
White (NHO)	69.59	73.08	85.14	80.77
Native Hawaiian/Other Pacific	0	0	0	0
Unspecified	100	100	100	100
LEP	25	100	50	100
STUDENTS w/ DISABILITIES	35.71	29.41	71.43	58.82
4TH Grade School year	READING %		MATH %	
	2007-2008	2008-2009	2007-2008	2008-2009
ALL	76.39	76.57	90.28	67.36
Female	85	84.21	91.67	69.62
Male	70.24	70.71	89.29	65.79

Amer. Ind./Alaska Nat.	100	100			100	100
Asian	0	66.67			0	0
Black (NHO)	50	77.78			50	22.22
Hispanic	50	90.91			50	16.67
White (NHO)	78.36	75.17			93.28	75.76
Native Hawaiian/Other Pacific	0	0			0	0
Unspecified	0	100			0	0
LEP	0	83.33			50	14.29
STUDENTS w/ DISABILITIES	54.17	41.67			83.33	50
5TH Grade	READING %		WRITING %		MATH %	
School year	2007-2008	2008-2009	2007-2008	2008-2009	2007-2008	2008-2009
ALL	79.88	81.29	79.52	75.82	84.15	87.74
Female	87.95	85.29	92.5	83.58	84.34	85.29
Male	71.6	78.16	67.44	69.77	83.96	89.66
Amer. Ind./Alaska Nat.	100	0	100	0	100	0
Asian	0	100	0	100	0	100
Black (NHO)	85.71	50	57.14	50	100	50
Hispanic	60	75	100	100	80	100
White (NHO)	80	82.64	79.87	76.22	84	88.89
Native Hawaiian/Other Pacific	0	0	0	0	0	0
Unspecified	100	0	0	0	0	0
LEP	50	100	100	0	50	100
STUDENTS w/ DISABILITIES	40	60.87	42.86	45.83	48	82.61

Through data analyzation and disaggregation, we have determined our focus areas to be in the area of language arts and mathematics, with a focal emphasis on our white and students with disabilities populations.

GENDER	RACE	DISABILITY	LEP	MIGRANT	HOMELESS	ECON DISADV
F 501	Unspec. 7	88	17	0	0	348
M 491	Amer. Ind. 2					
	Asian 14					
	Black 55					
	Hispanic 48					
	White 884					

PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL

The LEA will need to have detailed plans in place to demonstrate how the intervention (State Transformation Model) will be implemented. Listed below are the factors that will be considered to assess the LEA's commitment to implementing the model.

Describe the following:

- The LEA has a plan in place to implement the model beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model.
- The LEA can demonstrate adequate capacity to implement the model.

Over the course of the 2009-2010 school year, Sandy Hook Elementary has been diligent in planning and implementing a process to improve the quality of education they provide to the students of Northern Shenandoah County. Our primary goal in the area of curriculum and instruction was to increase the overall achievement in reading, math, and writing by 10% as measured by the spring SOL assessment results. Our goals with respect to AYP subgroups were to increase reading achievement by 10% in the subgroups of students with disabilities and white students; to increase reading achievement by 15% in the subgroup of economically disadvantaged students; to increase math achievement by 10% in the subgroups of economically disadvantaged students, students with disabilities, and white students. In order to attain these goals, the following actions were put in place and will continue into the 2010-2011 school year:

1. Instructional Leadership and Vertical teams are in place. The Leadership team is comprised of grade level, community, parent, administrative, and district level representation. Vertical teams are comprised of K-5 teacher representatives, with all teachers being assigned to a team.
2. Meeting schedules and facilitators are in place for leadership, vertical, and grade level teams.
3. A master schedule encompassing all grade levels, all core content areas, specials (art, music, technology, physical education), and intervention and extension time is in place to maximize instructional time and fully utilize all staff members.
4. A three-tier Response to Intervention model focusing on literacy and math is in place.
5. Common diagnostic assessments and universal screeners are in place.
6. A schedule for universal screenings is established. This schedule is designed to protect instructional time by utilizing trained support staff and volunteers when possible.
7. Recommendations for diagnostic assessments based on universal screening results are provided to all teachers, K-5.
8. A common record keeping tool is utilized K-5 for diagnostic assessments and universal screenings.
9. Data consisting of SOL assessments, AIMSweb universal screening measures and diagnostic measures (unit assessments, PALs assessments, running records, and spelling inventories) is analyzed on a regular basis by vertical teams, grade level teams, and the school leadership team. These teams are responsible for disaggregating reading, writing, and math assessment results to identify strands of strengths and weaknesses within our overall core curriculum, among grade levels, and by individual teachers. Grade level teams are responsible for disaggregating other content curriculum data.
10. Yearly learning goals are set for the school by the instructional leadership team, utilizing student learning data.
11. Data analysis results and learning goals are shared at monthly grade level and staff meetings.
12. Benchmarks are in place in the areas of guided reading and word study.
13. Word Study staff development is available to all teachers.
14. All teachers are trained in Project CRISS (**C**reating **I**ndependence through **S**tudent-owned **S**trategies), a professional development program designed to help all students read, write, and learn more effectively through the use of research-based instructional strategies and practices that transcend all content areas. Project CRISS is firmly committed to the notion that all students, from basic to advanced, must be taught how to read and learn course information.
15. All teachers participate in weekly Project CRISS Cornerstones, a follow-up staff development to the school-wide CRISS training. These staff development sessions provide opportunities for teachers to view and analyze best teaching practices, examine their own teaching practices, and share their strengths with other teachers. Teachers are guided through a collaborative process focusing on lesson design to promote differentiation, effective unit planning to foster both process and content understandings, and actively engaging student learning before, during and after content.
16. A literacy coach works with teachers in the area of reading/language arts. The responsibilities of this position entail leading monthly RtI team meetings to analyze data, identify problem areas and establish intervention plans to provide support for individual

students struggling in the area of literacy; to model effective reading instruction and Tiers I, II, and III; to observe and provide feedback to teachers with respect to core literacy instruction and Tier II and Tier III literacy interventions; to provide consistent, weekly staff development in all areas of the literacy diet coupled with CRISS principles and philosophies; to better align the school literacy curriculum both horizontally and vertically; to gather, organize, purchase and align instructional, remedial, intervention and assessment resources and materials with the school literacy plan.

17. Adequate and appropriate resources and materials are organized and easily accessible to all K-5 teachers.
18. A binder with a complete listing of resources and materials available for core literacy instruction, literacy remediation, and literacy interventions and their correlation with the literacy diet is housed in an easily accessible, central location.
19. Training for effective implementation and utilization of materials, resources, and programs is provided to necessary staff.

The instructional leadership team, grade level teams and administration have planned for the following to take place during the 2010-2011 school year:

1. Staff development in the area of analyzing reading errors to drive literacy instruction – August, 2010
2. Staff development regarding the literacy diet with specific examples of appropriate activities that should be a part of every classroom’s literacy instruction and activities NOT to DO – August, 2010
3. Staff development in the area of Fluency: WHAT is fluency? HOW do readers become fluent? WHEN should fluency be measured? – September, 2010
4. Staff development in the area of understanding testing results: What do all those numbers mean? – October, 2010
5. Staff development in using learning logs – September 2010.
6. Professional Development in the area of lesson design – Ray Jones, Aug. 31, 2010.
7. Professional Development in the area of literacy instruction – Linking Assessment with Instruction Institute by Fountas and Pinnell, July 26-27, 2010.
8. Professional Development in the area of literacy intervention – Leveled Literacy Intervention Institute by Fountas and Pinnell, July 28-30, 2010.
9. Professional Development in the area of co-teaching – William and Mary’s Symposium on Professional Collaboration and Inclusive Education, November, 2010
10. Professional book groups – The Continuum of Literacy Learning, grades K-5; Teach Like a Champion, all teachers; Literature Circles, Voice and Choice in Student Book Clubs, 4-5; Catching Readers Before They Fail, K-3.
11. All classroom teachers will be required to use Fountas and Pinnell’s Prompting Guide.
12. All classroom teachers will be required to incorporate read alouds of select picture books related to content vocabulary.

Sandy Hook Elementary has administrative, community, building level, and district level commitment and support in this initiative. Because of this, there is adequate capacity to successfully sustain the efforts put forth during the 2009-2010 school year, as well as implement new requirements of the 1003a grant with regard to personnel, staff development, materials, and resources.

PART IV: MODIFY PRACTICES AND/OR POLICIES, IF NECESSARY, TO ENABLE IMPLEMENTATION OF THE MODEL

FULLY AND EFFECTIVELY

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the State Transformation Model. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Response: Shenandoah County Public Schools has reviewed division and school policies and ensure that they are in alignment with the interventions. Minutes of Division Instructional Team attached.

Note: Documents included as attachments must be scanned and attached to this application.

PART V. SUSTAIN THE REFORM EFFORT AFTER THE FUNDING PERIOD ENDS

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA's ability to sustain the reform effort after the funding period ends will be evaluated by considering the following:

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Division plan and budget for sustaining the reform effort.

Shenandoah County Public Schools is committed to sustaining the reform effort after the funding period ends. Existing structures evaluate student performance data and curriculum alignment. Professional development planning is data driven. The executive administrative team meets in June to develop a plan for meeting system instructional needs within current budget constraints.

The school system will continue its use of the Indistar tool by both the division and school improvement teams. The division contact will serve as the liaison between the two groups to ensure a continuous flow of information related to school improvement activities. Any expenses related to this initiative will be funded through Title II, Part A allocations.

When funding for the school coaches ends, the division will use Title II, Part A funds to pay salaries and fixed charges as needed. Needs Assessment data and AYP status will guide professional development activities. Funding for these activities through Title II, Part A and Title III, Part A, (as necessary to meet needs of LEP subgroup) will be written into the Federal Consolidated Grant application.

PART VI: SELECTION OF COACH

The State Transformation Model, which year one schools are implementing, requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
 - drive decision-making in developing, selecting, and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select the coach for the schools that will be served with 1003(a) funds - NCLB year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Use as much space as needed.

Sandy Hook Elementary School had a literacy coach on the staff for the first time in 2009-2010. The process utilized to select this coach was to interview candidates with a strong knowledge of literacy and literacy development. As reading has been the area of focus at Sandy Hook, the coach needed to be an endorsed reading specialist. The candidate selected demonstrated the following: (1) a unique understanding of the school's data to set individual, classroom, and school goals, (2) a wealth of strategies for individual and classroom instruction, (3) a knowledge base of the on-line structure for the school's improvement plan, (4) a proactive and student-focused communication between the teachers, staff, and administration. Once the individual was selected through the interviewing process, the recommendation was given to the school board for approval. The 2009-2010 literacy coach will remain Sandy Hook's coach for the 2010-2011 school year.

Check the expertise of the coach or prospective coach. Check all that apply.

Check the expertise of the coach or prospective coach. Check all that apply.

<p>School 1: Sandy Hook Elementary</p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>	<p>School 2: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>	<p>School 3: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)</p>
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<p>School 4: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership</p>	<p>School 5: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership</p>	<p>School 6: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics</p>
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<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
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PART VII: BUDGET

Note: Budget Summaries (one for the division and one for each year one school). 1003(a) funding may be expended on any 1003(a) Condition of Award. See Attachment B-a. 1003(a) funding may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment C-a.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(a) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used, such as personnel, materials, and services to support school improvement activities.

Division Budget Summary

Division Name: Shenandoah County Public Schools

Virginia Department of Education Grant Expenditure Requirements

Note 1

Divisions must ensure that 1003(a), year one School Improvement, applicant schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget. Cost: \$1,950 per school

Yes No: Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the division has included the purchase of the TeachFirst Formative Assessment platform in its budget for each school.

Expenditure Codes	School Year 2010-2011		
	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	56,996.00	39,500.04	56,996.00
2000 - Employee Benefits	14,763.00	1,630.98	14,763.00
3000 - Purchased Services	23,590.00		23,590.00

4000 - Internal Services			
5000 - Other Charges	15,051.38		15,051.38
6000 - Materials and Supplies	65,207.62	1,500	65,207.62
8000 - Equipment/Capital Outlay			
Total	175,608.00	42,631.02	175,608.00 (Must Equal Division Allocation)

School Budget Summary

School Name: Sandy Hook Elementary School

Virginia Department of Education Grant Expenditure Requirements

Yes No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	56,996.00		56,996.00
2000 -	14,763.00		14,763.00

Employee Benefits			
3000 - Purchased Services	23,590.00		23,590.00
4000 - Internal Services	0		0
5000 - Other Charges	15051.38		15051.38
6000 - Materials and Supplies	65207.62		65207.62
8000 – Equipment/Capital Outlay			
Total	<i>175,608.00</i>		(Must Equal School Allocation)
			<i>175,608.00</i>

Duplicate form for each school applying for 1003(a) funding.

Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(a) funds as well as other funding sources will be used to support school improvement activities.

Division Name: Shenandoah County Public Schools

1. Personal Services (1000)

Title II, Part funds cover the cost of one class size reduction teacher and pays a stipend to the school Math Specialist. 1003a will fund the salary of the school coach, substitutes to cover classrooms during grant mandated team planning and during professional development.

2. Employee Benefits (2000)

Title II, Part A funds FICA for a math specialist and full benefits for both the CSR teacher and school coach.

3. Purchased Services (3000)

1003a covers fees related to registration and fees for professional development in the areas of literacy and mathematics, such as Lesson Design by Ray Jones, Leveled Literacy Intervention and Linking Assessment to Instruction Institutes by Fountas and Pinnell.

4. Internal Services (4000)

5. Other Charges (5000)

1003a funds cover costs related to mileage, meals, and travel for professional development and purchased services in the areas of literacy and mathematics.

6. Materials and Supplies (6000)

1003a funds cover purchase of materials for professional learning book clubs and core related instructional materials in the area of literacy and mathematics. Title III, Part A covers purchase of materials specifically targeted to the LEP subgroup.

7. Equipment/Capital Outlay (8000)

School Name: Sandy Hook Elementary

1. Personal Services (1000)

This includes funds related to substitute pay and stipends for teachers participating in professional development opportunities related to literacy and mathematics, such as Wilson training, The Symposium on Professional Collaboration and Inclusion Education at William and Mary College, and team planning meetings each six-weeks grading period.

2. Employee Benefits (2000)

This includes FICA related to substitute pay and stipends for professional development opportunities related to literacy and mathematics.

3. Purchased Services (3000)

This includes fees related to registration and fees for professional development in the areas of literacy and mathematics, such as Lesson Design by Ray Jones, Leveled Literacy Intervention and Linking Assessment to Instruction Institutes by Fountas and Pinnell.

4. Internal Services (4000)

5. Other Charges (5000)

This includes funds related to mileage, meals, and travel for professional development and purchased services in the areas of literacy and mathematics.

6. Materials and Supplies (6000)

This includes materials for professional learning book clubs and core related instructional materials in the area of literacy and mathematics.

7. Equipment/Capital Outlay (8000)

Duplicate form for each school applying for 1003(a) funding.

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

Expenditure Code Definitions

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.

Strand I
(Mentor Coaching Training and Special Education Training)
 The **New* 1003g Coach**, the **New Building Principal**, a **Special Education Teacher**, and a **New Division Contact Person** must register for this strand of the summer institute.

Strand I: <http://www.cpe.vt.edu/reg/nci-s1>

For divisions marked with an asterisk (*): Division contact registers for Strand II.

Accomack County	Nandua MS	Year I of Title I School Improvement
Accomack County	Arcadia MS	Year I of Title I School Improvement
Accomack County	Kegotank ES	Year I of Title I School Improvement
Accomack County	Metompkin ES	Year I of Title I School Improvement
Alexandria City*	Washington MS	Year I of Title I School Improvement
Alexandria City*	Washington MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS	Year I of Title I School Improvement
Alexandria City*	Hammond MS 2	Year I of Title I School Improvement
Alexandria City*	Hammond MS 3	Year I of Title I School Improvement
Alexandria City*	Ramsay ES	Year I of Title I School Improvement
Brunswick County	Red Oak-Sturgeon ES	Year I of Title I School Improvement
Campbell County	Altavista ES	Year I of Title I School Improvement
Charles City County	Charles City County ES	Tier III – 1003g
Franklin City	Franklin HS	Tier III – 1003g
Fredericksburg City*	Walker-Grant MS	Year 1 of Title I School Improvement
Greene County	Nathaniel Greene ES	Year I of Title I School Improvement
Greene County	Greene County Primary	Year I of Title I School Improvement
Greensville County	Greensville ES	Year I of Title I School Improvement
Hampton City*	Mallory ES	Tier III – 1003g
Henrico County*	Highland Springs ES	Year I of Title I School Improvement
Henrico County*	Adams ES	Year I of Title I School Improvement
Lynchburg City	Perrymont ES	Year I of Title I School Improvement

Middlesex County	Middlesex ES	Year I of Title I School Improvement
Newport News City*	L.F. Palmer ES	Tier III – 1003g
Roanoke City*	Hurt Park ES	Tier III – 1003g
Roanoke City*	William Fleming HS	Tier III – 1003g
Shenandoah County	Sandy Hook ES	Year I of Title I School Improvement
Smyth County	Marion Intermediate	Year I of Title I School Improvement
Smyth County	Marion Primary	Year I of Title I School Improvement
Staunton City	Ware ES	Year I of Title I School Improvement
Suffolk City*	Benn Jr. ES	Year I of Title I School Improvement
Suffolk City*	Mount Zion ES	Year I of Title I School Improvement
Warren County*	Wilson Morrison ES	Year I of Title I School Improvement

Strand II

(Division Leadership Support Training)

The **Title I Director** or **Director of Instruction of Returning* Divisions** must register for this strand of the summer institute.

Strand II: <http://www.cpe.vt.edu/reg/nci-s2>

(*Returning means divisions that did attend last summer's institute.)

Albemarle County	Henrico County	Richmond City
Alexandria City	King George County	Roanoke City
Amherst County	King and Queen County	Rockbridge County
Arlington County	Lancaster County	Shenandoah County
Bedford County	Louisa County	Stafford County
Craig County	Lunenburg County	Suffolk City
Culpeper County	Newport News City	Warren County
Essex County	Norfolk City	Westmoreland County
Fairfax County	Northampton County	Williamsburg-James City Co.
Fauquier County	Orange County	
Fluvanna County	Petersburg City	
Franklin City	Pittsylvania County	
Fredericksburg City	Portsmouth City	
Hampton City	Pulaski County	

**Strand III
(Formative Assessment™ Training)**

The **Returning* Building Principal** and the **Returning 1003g School Coach** must register for this strand of the summer institute.

Strand III: <http://www.cpe.vt.edu/reg/nci-s3>

(*Returning means individuals that did attend last summer's institute.)

Albemarle County	Greer ES	Year I of Title I School Improvement
Alexandria City	Mount Vernon ES	Year I of Title I School Improvement
Alexandria City	Patrick Henry ES	Year I of Title I School Improvement
Alexandria City	Cora Kelly Magnet School	Tier III – 1003g
Alexandria City	Jefferson-Houston ES	Tier III – 1003g
Amherst County	Central ES	Tier III – 1003g
Arlington County	Barcroft ES	Year I of Title I School Improvement
Arlington County	Drew Model ES	Tier III – 1003g
Arlington County	Hoffman-Boston ES	Tier III – 1003g
Arlington County	Randolph ES	Tier III – 1003g
Bedford County	Bedford ES	Year I of Title I School Improvement
Bedford County	Bedford Primary	Year I of Title I School Improvement
Craig County	McCleary ES	Tier III – 1003g
Culpeper County	Sycamore Park ES	Tier III – 1003g
Culpeper County	Pearl Sample ES	Tier III – 1003g
Essex County	Essex Intermediate	Tier III – 1003g
Essex County	Tappahannock ES	Tier III – 1003g
Fauquier County	Grace Miller ES	Year I of Title I School Improvement
Fluvanna County	Central ES	Tier III – 1003g
Fluvanna County	Columbia District ES	Tier III – 1003g
Fluvanna County	Cunningham District ES	Tier III – 1003g
Hampton City	Smith ES	Year I of Title I School Improvement
King George County	King George ES	Tier III – 1003g
King George County	Potomac ES	Tier III – 1003g
King and Queen County	King and Queen ES	Tier III – 1003g
Lancaster County	Lancaster Primary School	Tier III – 1003g
Louisa County	Trevilians ES	Year I of Title I School Improvement
Lunenburg County	Victoria ES	Year I of Title I School Improvement
Newport News City	Sedgefield ES	Tier III – 1003g
Norfolk City	Jacox ES	Year I of Title I School Improvement
Norfolk City	Lindenwood ES	Year I of Title I School Improvement
Northampton County	Kiptopeke ES	Tier III – 1003g
Northampton County	Occhohannock ES	Tier III – 1003g
Orange County	Orange ES	Tier III – 1003g

Orange County	Lightfoot ES	Year I of Title I School Improvement
Orange County	Unionville ES	Year I of Title I School Improvement
Orange County	Gordon Barbour ES	Year I of Title I School Improvement
Petersburg City	A.P. Hill ES	Tier III – 1003g
Petersburg City	J.E.B. Stuart ES	Tier III – 1003g
Petersburg City	Vernon Johns Junior High	Tier III – 1003g
Pittsylvania County	Dan River MS	Tier III – 1003g
Pittsylvania County	Kentuck ES	Tier III – 1003g
Portsmouth City	Brighton ES	Year I of Title I School Improvement
Portsmouth City	Churchland Academy ES	Tier III – 1003g
Pulaski County	Dublin ES	Year I of Title I School Improvement
Pulaski County	Pulaski ES	Tier III – 1003g
Richmond City	Blackwell ES	Year I of Title I School Improvement
Roanoke City	Addison MS	Tier III – 1003g
Roanoke City	Huff Lane Intermediate	Year I of Title I School Improvement
Roanoke City	Round Hill Montessori	Year I of Title I School Improvement
Rockbridge County	Fairfield ES	Year I of Title I School Improvement
Shenandoah County	Ashby Lee ES	Tier III – 1003g
Stafford County	Kate Waller Barrett ES	Year I of Title I School Improvement
Stafford County	Falmouth ES	Year I of Title I School Improvement
Suffolk City	Elephant's Fork ES	Tier III – 1003g
Warren County	Warren County MS	Year I of Title I School Improvement
Westmoreland County	Washington District ES	Tier III – 1003g
Williamsburg-James City	Montague ES	Year I of Title I School Improvement

Included for Application Completion Only-UVA Lead Turnaround Program

Fairfax County	Woodlawn ES	Year I of Title I School Improvement
Fairfax County	Bucknell ES	Year I of Title I School Improvement
Fairfax County	Beech Tree ES	Year I of Title I School Improvement
Fairfax County	Hollin Meadows ES	Year I of Title I School Improvement

Fairfax County	Dogwood ES	Tier III – 1003g
Fairfax County	Hybla Valley ES	Tier III – 1003g
Fairfax County	Washington Mill ES	Tier III – 1003g
Fairfax County	Mount Vernon Woods ES	Tier III – 1003g

**Strand IV
(Lead Turnaround Partner Training)**

The **Division Superintendent or Assistant Superintendent**, the **Lead Turnaround Partner**, and the **School Principal of Tier I and Tier II Schools** must register for this strand of the summer institute.

Strand IV: <http://www.cpe.vt.edu/reg/nci-s4>

	Tier 1 Schools		Tier 2 Schools
Brunswick County	James. S. Russell Middle	Alexandria City	T.C. Williams HS
Grayson	Fries Middle	Buchanan County	Hurley HS*
Norfolk City	Lake Taylor Middle	Colonial Beach	Colonial Beach HS
Norfolk City	Ruffner Middle	Danville City	Langston Focus HS
Petersburg City	Peabody Middle	King and Queen County	Central HS
Richmond City	Fred D. Thompson Middle	Prince Edward County	Prince Edward Co HS
Richmond City	Boushall Middle	Richmond City	Armstrong HS
Roanoke City	Westside Elementary	Richmond City	George Wythe HS*
Sussex County	Chambliss Elementary	Roanoke City	Patrick Henry HS*
Sussex County	Sussex Central Middle		

*These schools have applied for a waiver of identification.

SUMMARY OF CONDITIONS OF AWARD

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Requirements for Tier I and Tier II Schools and Divisions (Other Schools As Indicated)		
<u>School Level</u>		
Selection and implementation of a federal reform model (Appendix C)	Yes	No
Continued Submission of the Data Analysis or Restructuring Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Online Attendance at Rapid Improvement Indicator-based Webinars (Tailored to summer institute strands as follow-up technical assistance)	Yes	Yes
For the purpose of monitoring struggling students in reading, the Office of School Improvement is requiring Tier I and Tier II schools to purchase <i>ISTATION</i> (K-10). Cost \$6500 per school. For the purpose of monitoring struggling students in mathematics, the Office of School Improvement is requiring Tier I and Tier II schools to purchase the Algebra Readiness Diagnostic Test (ARDT). Cost \$4 per student.	Yes	No
Attendance at 1003(g) and 1003(a) summer institute to be held at the Williamsburg Marriott, July 19-22, 2010.	Yes	Yes

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
(Division Level) <u>Divisions with Tier I and Tier II Schools</u>		
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement - CII)	Yes	Yes
Attendance at Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Lead Turnaround Partner Training with Lauren Morando Rhim. (The principal will attend this training with the division contact person.)	Yes	No
Attendance at Lead Turnaround Partner Follow-up Division-level Webinars (Tailored to summer institute strand as follow-up technical assistance)	Yes	No
Summer Institute Training (July 19-22, 2010, Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Requirements for Tier III Schools and Divisions		
<u>School Level</u>		
Employment of a School Improvement Coach	Yes	Yes
Continued Submission of the Data Analysis Quarterly Reports	Yes	Yes
Continued School Improvement Planning via Indistar™ (Center on Innovation and Improvement - CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010 – Mentor Coaching and Special Education Training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I

Requirement	A Requirement of 1003(g)	A Requirement of 1003(a)
Online Attendance at Mentor Coach Training Webinars (follow-up to summer training)	Yes, if assigned to Strand I	Yes, if assigned to Strand I
Summer Institute Training (July 19-22, 2010), Formative Assessment Module: Checking for Understanding [Training Provided by TeachFirst] <i>(New to the institute schools will be assigned to the Teacher Leader Training.)</i>	Yes, if assigned to Strand III	Yes, if assigned to Strand III
Online Attendance at Formative Assessment Webinars (follow-up to summer training)	Yes, if assigned to Strand III	Yes, if assigned to Strand III
(Division Level) <u>Divisions with Tier III Schools</u> <u>(Exception: Accomack, Brunswick, Campbell, Charles City, Greene, Lynchburg, Middlesex, Symth, and Staunton)</u>		
Use of a Division-Level Coach Model	Yes	No
Continued School Improvement Planning via Indistar™: Division-Level (Center on Innovation and Improvement – CII)	Yes	Yes
Summer Institute Training (July 19-22, 2010), Williamsburg's Marriott) - Division Leadership Support (Training Provided by The College of William and Mary)	Yes	No
Four One-Day Division Leadership Workshops (October, December, February, and April)	Yes	No
Site Visits to Schools with the Division Leadership Support Directors	Yes	No
Attendance at Webinars and Video Conferencing via The College of William and Mary	Yes	No
<u>Special Requirements for Schools Assigned to Strand III of the Summer Institute</u> Schools assigned to Stand III of the July Institute will be required to purchase the support platform for the implementation of TeachFirst's Formative Assessment Series™. (The cost is \$1,950 per school. For information regarding contracting with	Yes	Yes, if assigned to Strand III

TeachFirst, please contact John Mullins at (206) 453-2445.)		
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Attachment C-a

ACHIEVE3000

www.Achieve3000.com

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Regional Director
301-352-3459

Cambridge Education
Mott MacDonald dba Cambridge Education
Trevor B. Yates, Executive Vice President
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CaseNEX, LLC
<http://www.casenex.com/casenet/index.html>
Griff Fernandez
866- 817- 0726

Classworks
<http://www.classworks.com>
Wayne Brown
804-747-3515

Compass Learning
<http://www.compasslearning.com>
Corey Good
804-651-3508

EdisonLearning, Inc
<http://www.edisonlearning.net/>
Curtiss Stancil, Vice President for Business Development
917-482-4396

Educational Impact
<http://www.educationalimpact.com>
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Evans Newton, Inc.
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Cecily Williams-Blijd
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ISTATION
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Bob Blevins
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Johns Hopkins University
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Research For Better Teaching
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